

Arizona's Accountability Systems 2006: NCLB and AZ LEARNS

**Arizona Department of Education
Research and Evaluation Section**

NCLB Frequently Asked Questions (FAQ)

You should be able to answer these questions at the conclusion of this workshop:

- What are the three components of an Adequate Yearly Progress (AYP) calculation?
- What subgroups are evaluated for AYP?
- What are Annual Measurable Objectives (AMOs)?
- What are the consequences for not making AYP for Title I schools?

No Child Left Behind (NCLB)

Why?: Overview of No Child Left Behind Act (NCLB) federal statute requirements.

What?: NCLB accountability updates for 2005-2006.

How?: Step-by-step, calculating your school's Adequate Yearly Progress (AYP) determination.

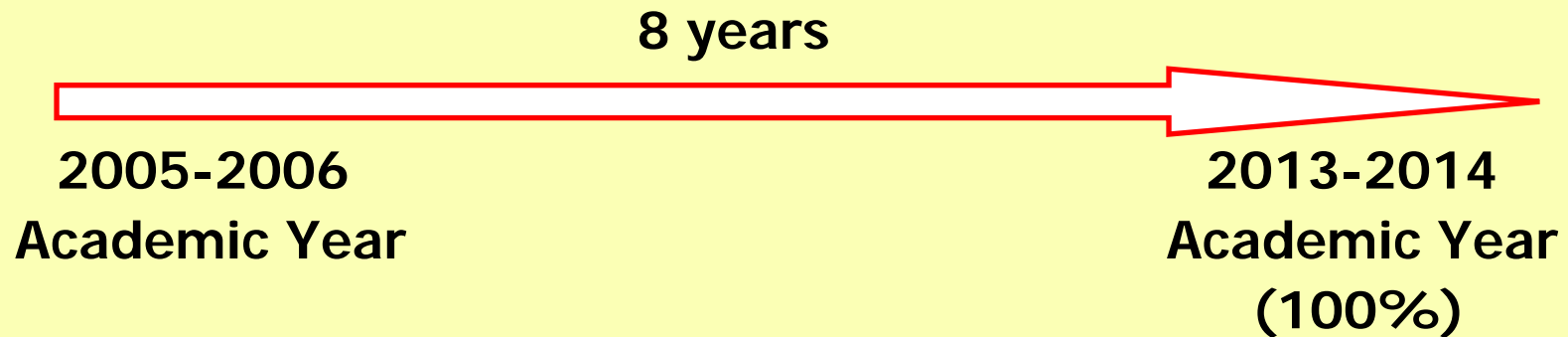
Now What?: ADE timelines for data verification, preliminary classifications, appeals and final AYP determinations.

The No Child Left Behind Act of 2001 (NCLB) Overview:

- Arizona had to develop challenging academic standards (grade-level articulation of reading and math standards).
- Arizona had to administer yearly assessments (AIMS) in reading/Language Arts and math for grades 3-8 by the 2005-2006 academic year.
- Arizona must develop a science assessment (AIMS) to be administered at least once to students in grades 3-5, 6-9, and 10-12 on an annual basis by 2007-2008. ADE anticipates testing science in grades 4, 8 and 10.
- Arizona had to develop a single statewide accountability system for all public schools. Arizona's "dual system" allows the Department to apply both AZ LEARNS and AYP.

NCLB Expectations for Adequate Yearly Progress (AYP)

- 100% of students must be proficient in the state's academic standards (reading and math) by 2013-2014.

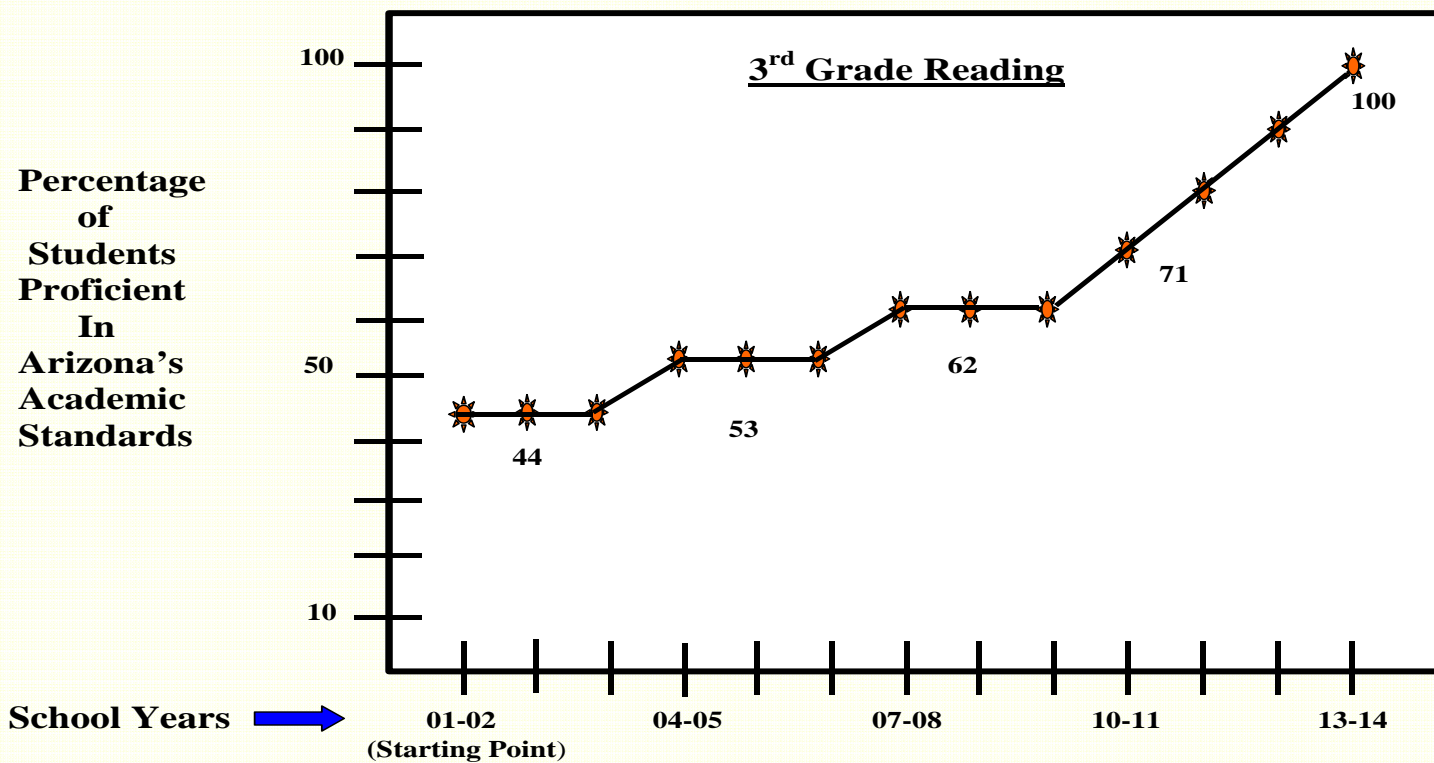


Annual Measurable Objectives

- Annual Measurable Objectives (AMO)=the percentage of students that must pass AIMS in order for a school to make AYP.
- AMOs differ by subject and grade, but not by subgroup.
- AMOs increase by “plateaus,” allowing state and school programs the opportunity to work.
- Details about the AMOs can be found in the NCLB Technical Manual.

Sample AMOs

Arizona's No Child Left Behind Act Plan



Three Components for Determining Adequate Yearly Progress (AYP)

- 95% of enrolled students must be assessed annually.
- Students must meet all Annual Measurable Objectives (AMOs).
- Students must demonstrate adequate gain or meet threshold criteria for the Additional Indicator
 - ❖ High schools – graduation rate
 - ❖ Elementary schools – attendance rate

AYP Details

- All schools are evaluated under NCLB.
- Schools are evaluated by grade and in each subgroup specified by NCLB:
 - ❖ Race/Ethnicity;
 - ❖ Special Education;
 - ❖ Limited English Proficient; and
 - ❖ Economically disadvantaged
- Only students enrolled for a “full academic year” must be included in AMO calculations.
- All students must be included in accountability including English language learners with “invalid” test scores.
- Students with alternate accommodations do not count as having tested
- Minimum of 40 students included in whole school and subgroup evaluations.

AYP Details—Small Schools

- Schools with NO grade with at least 40 students are evaluated as small schools.
- For small schools enrollment and test scores are aggregated over the past three years for AMO/% tested.
- Example: generic subgroup at small school:
 $45/60 = 75\%$ pass.

	# Tested	# Pass
2004	20	15
2005	20	15
2006	20	15
Total	60	45

AYP Details

The 1 percent cap:

- For AYP for LEAs, the number of students taking an alternate assessment (AIMS A) who can be considered proficient cannot exceed 1 percent of enrollment of grades tested.
- Example:
 - ❖ Tiny Unified School District (TUSD)
 - ❖ Enrollment in grades 3-8 & 10 = 1000; 1 percent = 10
 - ❖ 20 students take AIMS A; 15 are proficient
 - ❖ $5 = 15 - 10$ must be counted as not proficient.
- Only affects AYP, not student's official score.
- Not a limit on number of student who may take AIMS A.
- Students not proficient for LEA AYP are also not proficient for school AYP.
- LEAs may appeal cap.

Making AYP

Categories Middle School

Grade	Seventh				Eighth			
Subject	Math		Reading		Math		Reading	
Subgroup	Met 95% Tested	Met AMO	Met 95% Tested	Met AMO	Met 95% Tested	Met AMO	Met 95% Tested	Met AMO
All Students	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
African American	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
Asian-Pacific Islander	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
Hispanic	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
Native American	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
White	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
Special Education	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
English Lang. Learner	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
Low Income	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
Attendance Rate	Y/N							

Failure to meet goal in any section results in school failing to make AYP!

Workbook Questions #1, #2, and #3

What's New for AYP for 2005-06

- New grades (4,6,7) will be included in 2006 profiles.*
- Students tested with alternate accommodations may not be counted as having tested.
- New business rules for group membership. ELL/sped anytime during year counted as member of subgroup.
- Graduation rate used for safe harbor calculation for grade 10.

*This must still be approved by US DOE.

Setting the Starting Points for Grades 4, 6 and 7 Using 2004-05 AIMS Scores

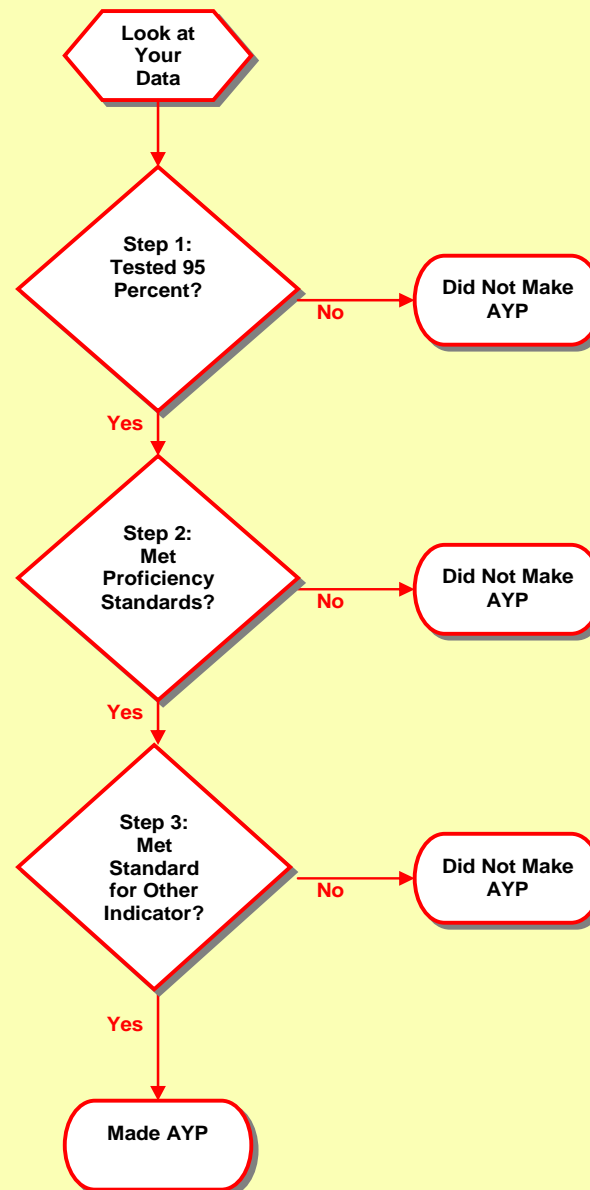
1. Rank all schools by percent proficient.
2. Count up to reach 20% of total enrollment.
3. The percentage of students proficient in that school is the starting point.

Total Enrollment	% Pass	
100%	90%	
	- - -	
	- - -	
20%	45%	Starting Point
	- - -	
	- - -	
1%	10%	

How?: Step-by-step calculating AYP

- Prior to calculating AYP, review the data required.
- Step 1: Calculate percent tested.
- Step 2: Determine if proficiency standard (AMO) has been met, determine Safe Harbor (if necessary).
- Step 3: Determine if Additional Indicator standard has been met.

Steps in Calculating AYP



Data Required for AYP Determinations

- AIMS scores for most recent 3 years.
- AIMS A scores for most recent 3 years.
- Attendance rate data for most recent two years (whole school and by grade level).
- Four-year graduation rate data from most recent two years.
- Enrollment data for the first day of testing (elementary schools) and the day of testing (high schools) for most recent 3 years.

AYP Selection Criteria

The following rules are used for AYP calculations:

- Percent Tested: Include all students who have taken AIMS or AIMS A EXCEPT students without a valid score e.g.:
 - ❖ Students who did not complete enough questions for a valid score (score = 0)
 - ❖ Students who have taken the test with alternate (non-standard) accommodations.
- AMOs: Include all students who have taken AIMS or AIMS A who have been enrolled for a full academic year at your school/district.

Step 1: Calculate Percent Tested

- Calculate for the whole school, all subjects and grades, as well as all subgroups.

$$\text{Percent Tested} = \frac{\text{number of students tested}}{\text{total enrollment}}$$

- ❖ Number of students tested: Students who have taken AIMS or AIMS-A and have a valid score.
 - ❖ Number of students enrolled: enrollment counts for the first day of the week of testing for elementary schools and the dates of testing for high schools.
- Calculate for most recent year and average of past 3 years. Use best number!

Workbook Question #4

Question 4: Answer

➤ To see if a school makes the goal of 95% tested, we look at the best of either the current year or an average of the past three years:

❖ Current year:

$$31/33 = 94\%$$

❖ Average:

$$(30 + 31 + 31)/(30 + 32 + 33) = 92/95 = 97\%$$

YES! The school meets the 95 percent goal.

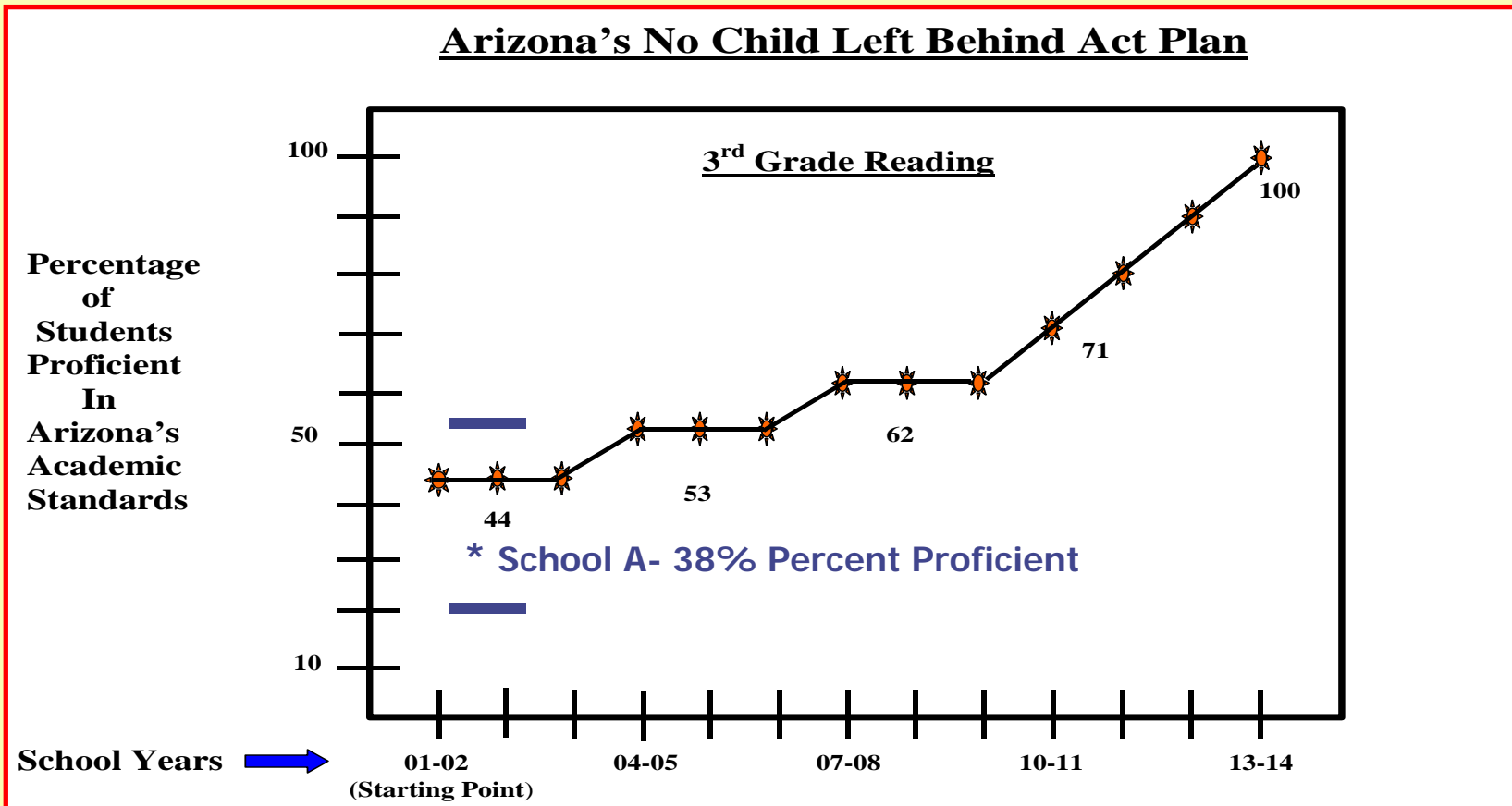
Step 2: Determine AMO Results

- Four chances to make AMO:
 - ❖ Make AMO directly
 - ❖ Make AMO using confidence interval
 - ❖ Make AMO via safe harbor

Step 2: Determine AMO Results

- Calculate for reading and math, for each subject and grade, as well as each of the relevant subgroups:
- Percent Passing = $\frac{\text{number of students meeting/exceeding}}{\text{number of students tested}}$
- Compare percent passing to the AMO criteria to determine if the AMO has been met.
- **Remember!** Include all students who have taken the AIMS or AIMS A who have received a score and who have been enrolled for a full academic year at your school/LEA.

Sample AMO and Confidence Interval



Using a Confidence Interval to Determine If You Met the AMO

$$UB99 = p + 2.33\sqrt{p(1-p)/n}.$$

- P = percent passing AIMS; n = number of students; UB99 = upper bound of confidence interval.
- If UB99 is greater than AMO, group meets AMO!
- Details available in the NCLB Technical Manual.

Workbook Question #5

Question 5: Answer

➤ Part a. $11/30 = 37\%$ NO.

➤ Part b.

$$\begin{aligned} \text{UB99} &= .37 + 2.33\sqrt{.37(1-.37)/30} \\ &= .58 \text{ YES!} \end{aligned}$$

Safe Harbor Determination (If Necessary)

- The Safe Harbor provision is a two-part test.
 - ❖ Both parts must be met.
 - ❖ The first part requires that a group make a 10 percent reduction over the previous year in the percent of students failing AIMS.
 - ❖ The second part requires that the subgroups meet the standard for the third indicator of student achievement.
 - Attendance for 3-8, graduation rate for high school.
 - The attendance rate used for safe harbor is grade specific rather than school-wide.

Safe Harbor Determination (Example)

1. Percent Reduction:

Percent not passing 2005: 20%

Percent not passing 2006: 17%

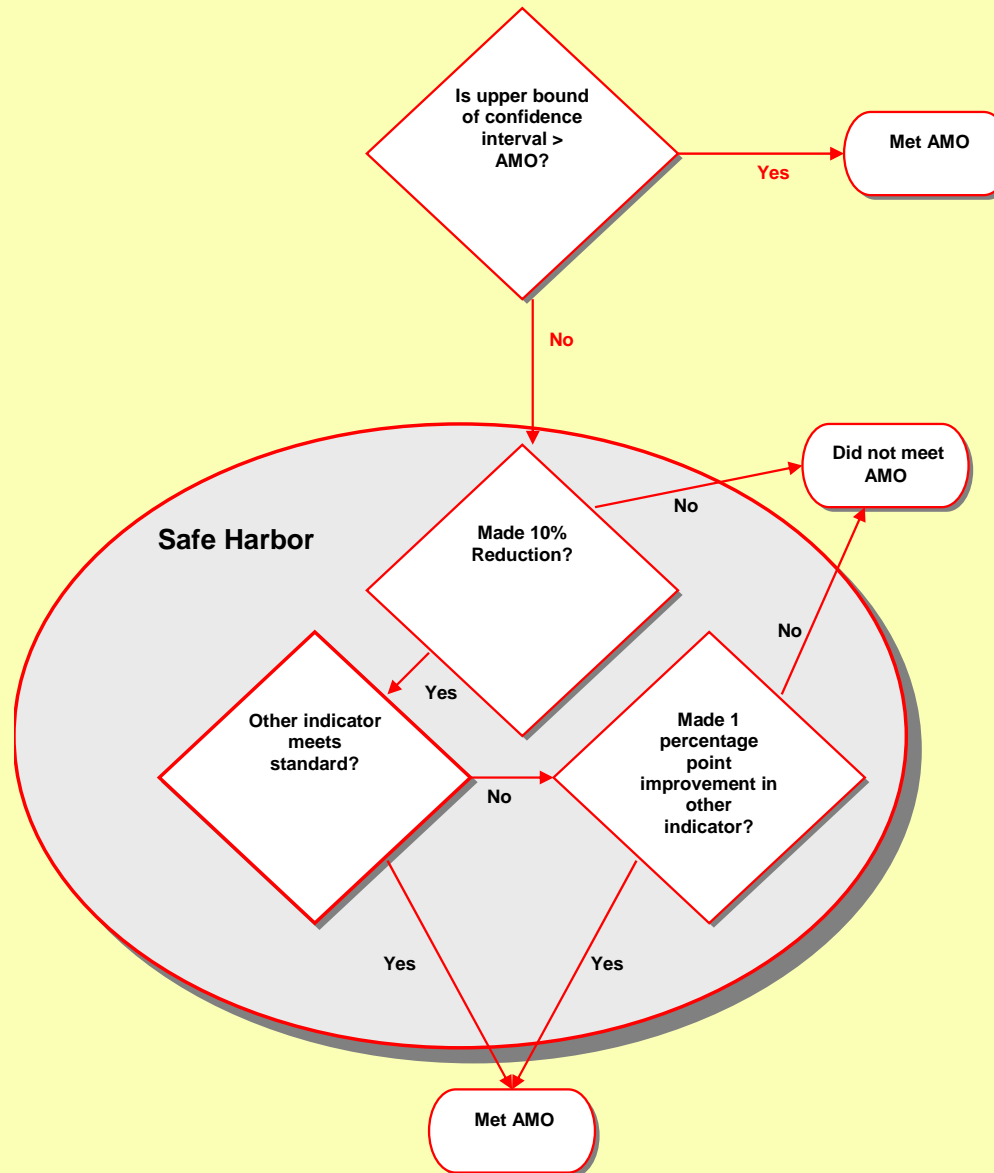
Percent reduction = $(.17 - .20)/.20 = -.03/.20$
= -15% Yes!

2. Other Indicator:

Attendance rate 2005: 94%

Attendance rate 2006: 93% > 90% Yes!

Steps for Determining If Group Meets AMO



Workbook Question #6

Question 6: Answer

	All students	White	ELL	Economically Disadvantaged
Current year not proficient	57%	44%	62%	52%
Prior year not proficient	60%	50%	70%	60%
Percent reduction	-5%	-12%	-11%	-13%
Met 10 percent reduction?	No	Yes	Yes	Yes
Current year attendance rate	94%	94%	90%	90%
Prior year attendance rate	95%	95%	89%	92%
Met AMO?	No	Yes	Yes	Yes

Step 2: Determine Additional Indicator Performance

- A high school must have a four-year graduation rate of 71 percent.
- An elementary school must have a school wide attendance rate of 90 percent.
- In both cases, if a school has not met the threshold, a percentage point improvement in the indicator over the previous year is sufficient for it to be deemed to have met the standard.

Workbook Question #7

NCLB AYP Summary Information

Failure to meet any one of the indicators
is sufficient for the school to not make
AYP.

So What?: Consequences

The No Child Left Behind Act of 2001

Year 1:	Did not make AYP	School Improvement
Year 2:	Did not make AYP	School Improvement (1)
Year 3:	Did not make AYP	School Improvement (2)
Year 4:	Did not make AYP	Corrective Action
Year 5:	Did not make AYP	Restructuring (plan)
Year 6:	Did not make AYP	Restructuring (implement)

AYP Appeals

- Schools and districts may appeal AYP determinations. Appeals must address the issues related to a school or district's failure to make AYP based on the following:
 - ❖ Statistical- use of incorrect data.
 - ❖ Substantive- one-time incidents outside of the school's/district's control that adversely affect performance.
 - ❖ Application and instructions will be available on the ADE Common Logon.

Statistical AYP Appeals

- Examples: Students in incorrect subgroup/grade/school; incorrect enrollment.
- School must correct its data for appeal to be granted.
- Data corrections in SAIS must be done through 15-915 letter.
 - ❖ <http://www.ade.az.gov/schoolfinance/FAQs/915Requests/> – Fax to #(602) 542-3099 no later than August 4th.
- Application and instructions will be available on the ADE Common Logon.

Substantive AYP Appeals (Percent Tested)

- Explain in detail why students could not be tested (including retest).
- Identify students with SAIS ID.
- What has worked: severe illness, institutionalized, extremely dire circumstances.
- What hasn't worked: excused parental absence, just "sick", unexcused absence; refused to take test.

Substantive AYP Appeals (AMOs)

- Circumstance that adversely affected test scores that is:
 - ❖ Outside of school's control.
 - ❖ Non-recurring.
- Must demonstrate impact on test scores.
- Performance of individual students may not be appealed.
- What has worked: tragic event affecting teachers/students.
- What hasn't worked: construction, student demographics, district policies regarding testing/teacher assignments.

Now What?: Timelines for AYP

- Embargoed AIMS data via Common Logon: June 14, 2006
- Statistical appeal for grad rates: May 8, 2006 – June 29, 2006.
- AYP preliminary determinations to schools and districts: July 31, 2006.
- AYP appeals (substantive, statistical for AMO, pct tested, attendance): July 31, 2006- August 11, 2006.
 - ❖ <http://www.ade.az.gov/schoolfinance/FAQs/915Requests/> – Fax to #(602) 542-3099 no later than August 4th. Completion of data corrections: August 11, 2006
- AYP final determinations public release: September 1, 2006.

AZ LEARNS Frequently Asked Questions (FAQ)

You should be able to answer these questions at the conclusion of this workshop:

- What are the components of an AZ LEARNS profile?
- What are the differences between AYP and AZ LEARNS?
- What students are included in calculating an AZ LEARNS profile?
- What schools receive an AZ LEARNS profile?

AZ LEARNS

- Why?: Overview of AZ LEARNS (A.R.S. § 15-241) state statute requirements.
- What?: AZ LEARNS Achievement Profiles updates for this year's Achievement Profile.
- How?: Step-by-step, calculating your school's Achievement Profile and reading your school's report.
- Now What?: ADE timelines for data verification, preliminary classifications, appeals and final Achievement Profiles.

AZ LEARNS: The Law (A.R.S. §15-241)

- The department of education shall compile an annual achievement profile for each public school.
- K-8 schools
 - ❖ Arizona Measure of Academic Progress (MAP)
 - ❖ Percent of students who pass AIMS
- High schools
 - ❖ Drop out rate
 - ❖ Graduation rate
 - ❖ Percent of students who pass AIMS

AZ LEARNS: The Law









(A.R.S. §15-241)

- Use a research based methodology.
- Methodology shall:
 - ❖ Include performance of pupils at all achievement levels
 - ❖ Account for pupil mobility
 - ❖ Account for the distribution of pupil achievement
 - ❖ Include longitudinal indicators of academic performance
 - ❖ "Research based methodology" = "the systematic and objective application of statistical and quantitative research principles to determine a standard measurement of acceptable academic progress for each school"

How to Measure Performance: Status

Year	2005	2006	2007
Grade 3	% pass	% pass	% pass
Grade 4	% pass	% pass	% pass
Grade 5	% pass	% pass	% pass
High School	% pass	% pass	% pass

How to Measure Performance: School Growth

Year	2004	2005	2006
Grade 3	% pass Change 	% pass	% pass 
Grade 4	% pass Change 	% pass	% pass 
Grade 5	% pass Change 	% pass	% pass 
High School	% pass Change 	% pass	% pass 

How to Measure Performance: Student Growth

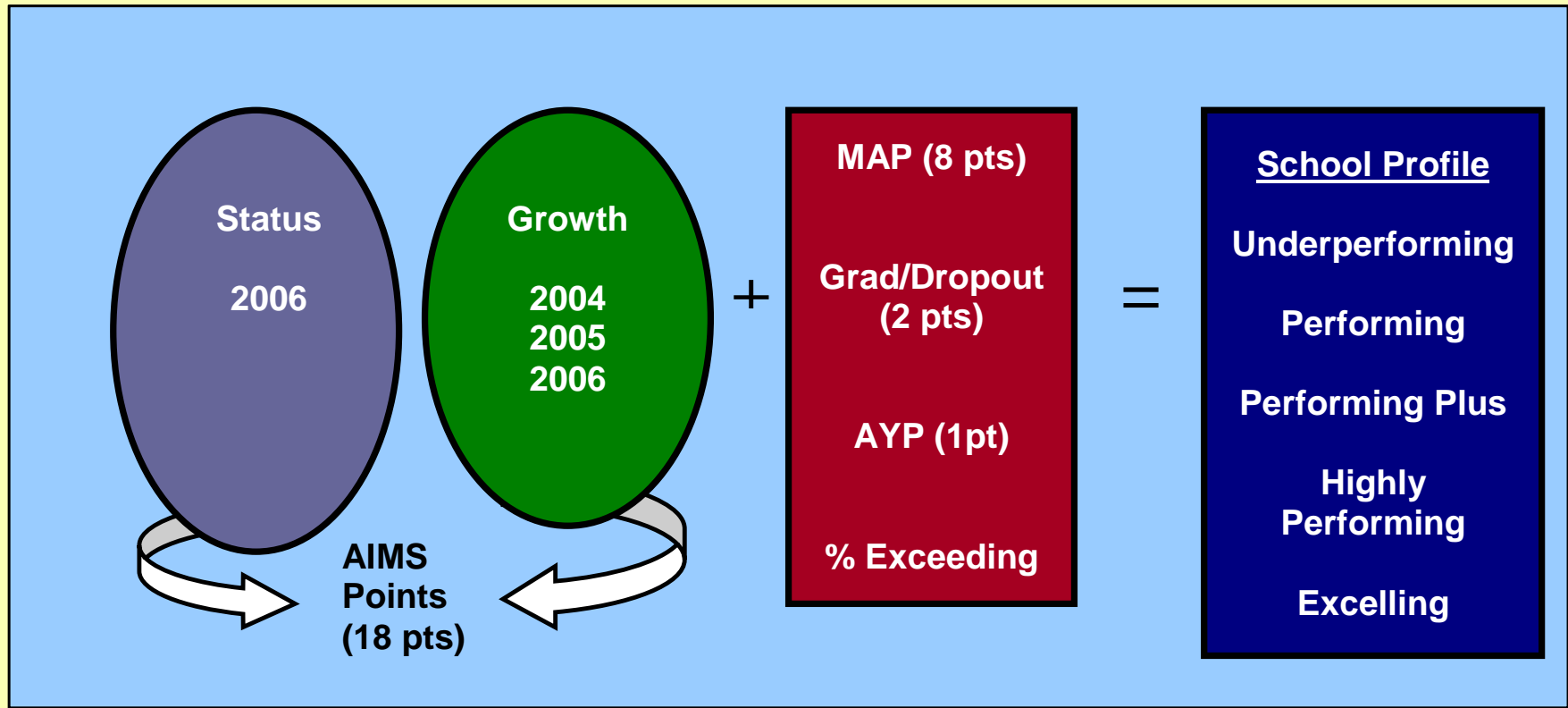
Year	2005	2006	2007
Grade 3	Change		Change
Grade 4			
Grade 5		Change	
Grade 6	Change		

The diagram illustrates student growth paths for four grade levels (3, 4, 5, and 6) across three years (2005, 2006, and 2007). Red arrows show the progression from one year to the next for each grade level. The word "Change" is placed near the arrows for Grade 3 (between 2005 and 2006, and between 2006 and 2007), Grade 4 (between 2005 and 2006), Grade 5 (between 2005 and 2006), and Grade 6 (between 2005 and 2006).

How AZ LEARNS Measures Performance

Measure	AZ LEARNS
Status	Status: uses current year AIMS
School Improvement	Growth: uses AIMS, schools get credit for increasing % passing, reducing % at lowest achievement level
Student Growth	MAP: New for this year, measures "one year's growth"

AZ LEARNS Achievement Profile: Overview

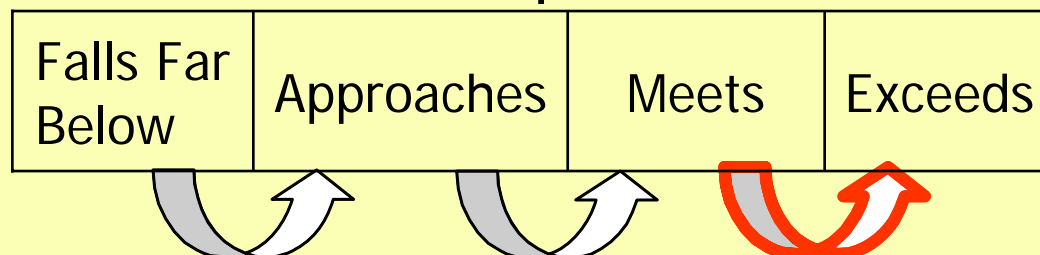


Comparison of Arizona's Accountability Systems

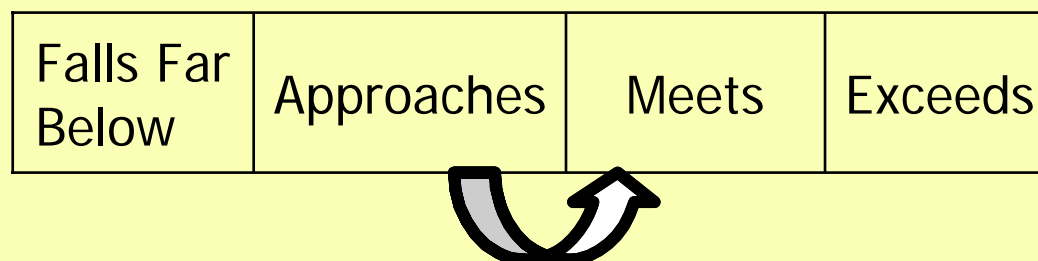
NCLB	AZ LEARNS
Required by federal law	Required by state law
One-year snapshot of student performance	Longitudinal examination of student performance
Components of evaluation: <ul style="list-style-type: none"> ❖ AIMS Scores ❖ Percent students Assessed ❖ Attendance/Graduation rates 	Components of evaluation: <ul style="list-style-type: none"> ❖ AIMS Scores ❖ Measure of Academic Progress (MAP) ❖ Graduation/Dropout rates ❖ Adequate Yearly Progress (AYP)
Labels schools on a yes/no system	Labels schools on a graded scale: <ul style="list-style-type: none"> ❖ Failing to meet academic standards ❖ Underperforming ❖ Performing ❖ Highly Performing ❖ Excelling

AZ LEARNS Focuses on Growth Across All Student Groups

AZ LEARNS provides incentive for the advancement of students across performance levels . . .



As opposed to focusing on only one group of students



Major Differences between NCLB and ARIZONA LEARNS

- All (non-mobile) students are included in AYP evaluation.
- Only valid scores (of non-mobile students) are included in AZ LEARNS profile. Not included are:
 - ❖ Students who have taken test with non-standard modifications;
 - ❖ ELL students who have been in program for three years or less.

Workbook Question #8

Proposed Changes to AZ LEARNs 2006

- New Measure of Academic Progress.*
- Use highest score for high school: *
 - ❖ Highest score for school/subject/year for status, growth, and 1-yr percent exceeding.
 - ❖ Highest score for school/subject/3 years for 3-yr percent exceeding.
- New performance thresholds for K-2 schools.*
- Unified profile for K-12's.*
- Baseline roll forward to 2004.

*Pending approval by State Board.

Arizona Measure of Academic Progress (MAP)

- Find growth per student by subtracting previous year's scale score from current year scale score.
- Find average growth by school, grade, and subject by adding up per student growth and dividing it by the number of students.
- Divide average growth by expected growth (the change needed to move from proficient to proficient).
- Calculated for grades 4-8.

How?: Step-by-Step Calculating Your Achievement Profile

- Prior to calculating an Achievement Profile, review the data required.
- Step 1- Calculate status and school improvement points using AIMS scores.
- Step 2- AYP point.
- Step 3a- Elementary schools only- calculate scale score points for MAP.
- Step 3b- High schools only- calculate scale score points for dropout and graduation rate.
- Step 4- Calculate percentage of students exceeding the standard.
- Step 5- Determine school classification.

How?: AZ LEARNS Achievement Profile Data Requirements

- AIMS scores from the most recent three years.
- Adequate Yearly Progress (AYP) determination.
- Elementary schools: MAP results.
- High schools: graduation rate data (2000-2005) and dropout rate data (2000 baseline and 2004-2006).

AIMS Data Selection Criteria

- The following inclusion rules are used for Achievement Profile calculations:
 - ❖ Students must be enrolled for full academic year.
 - ❖ Students must have valid test scores (Category 1 students that did not test with alternate accommodations).

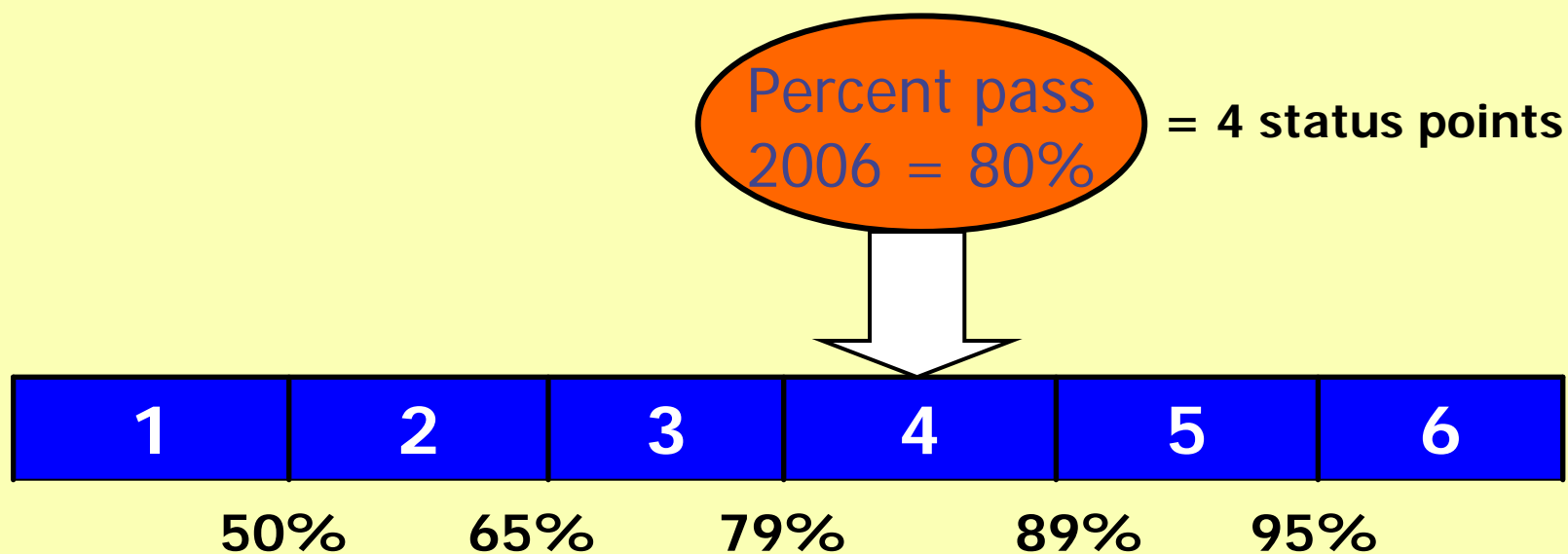
Step 1: Calculate Status Points

- The determination of status points starts with finding the percentage of students who have passed AIMS in the most recent year for each subject and grade at your school:

$$\text{Percent passing} = \frac{\text{\# passing AIMS 2006}}{\text{\# tested 2006}}$$

Determine the status group (1-6) using this percentage of students passing. Detailed tables are available in the AZLEARNS Technical Manual.

Status Points



Workbook Question #9

Step 1

Calculating Status Points

AIMS test results					
Grade	Subject	# Tested	# Pass	% Pass	Status points
3	Math	50	40	80%	4
3	Reading	50	25	50%	2
3	Writing	50	32	64%	2
10, 11, & 12	Math	100	20	20%	3
10, 11, & 12	Reading	100	62	62%	4
10, 11, & 12	Writing	100	35	35%	3

Step 1: Continued...Calculate School Growth Points

For every subject grade at your school:

1. Calculate the % passing AIMS in the baseline year (2004)
2. Calculate the % FFB in the baseline year
3. Calculate the % passing in the subsequent years (2005 2006)
4. Calculate the % FFB in the subsequent years.
5. Subtract (3) – (1) and (4) – (2)
6. Subtract change in FFB from change in Passing and compare to improvement points table.

Do Step 2 in question 10: “Calculating points from AIMS”

Calculating School Improvement Points

	2004	2005 & 2006	Change
Percent Pass	50%	54%	(A) 4%
Percent FFB	10%	6%	(B) -4%
	Total change (A) – (B)		8
	School improvement points		4

Step 1: Continued...Add Status and School Improvement Points

- Add status and improvement points for each subject/grade at your school. Give a 70% weight to the larger number and a 30% weight to the smaller number.
- If average number of students $< 16/\text{year}$, then weight status 100%.
- Average the sums by subject and then add across subjects to determine total number of points from status and school improvement.

Do Step 3 in question 10: "Calculating points from AIMS"

Calculating AIMS Points

Subject: Math			
Grade	Status points	Improvement points	Weighted sum
3	4	5	$.3(4) + .7(5) = 4.7$
4	5	0	5
5	4	5	$.3(4) + .7(5) = 4.7$
		Average:	4.8

Step 2: AYP Point

Add a point if your school made Adequate Yearly Progress (AYP).

Step 3b: Calculate Points for Dropout and Graduation Rate (High Schools Only)

- To determine the scale score points your school will receive from its dropout and graduation rates calculate these rates in the baseline year, 2000.
- Next calculate the average graduation and dropout rates for the most recent three years of data for graduation rate (2003-2005) and dropout rate (2004-2006).

Step 3b: Calculate Points for Dropout and Graduation Rate Continued...

- A three-year average graduation rate that is greater than or equal to 89.5% earns 1 scale score point. A three-year average drop out rate that is less than or equal to 6.4% earns 1 scale score point.
- If your school did not meet these targets, it still may earn scale score points if it meets the growth targets.
- To determine if it met the growth target, start by calculating growth between the three-year average and the baseline rates.

2006 Achievement Profile
Desert Mountain Shadow H.S. (1999) 08-08-08-008

Annual Dropout Rate & 5-Year Graduation Rate

Dropout Rate	
Year	Rate
2000	02.62
2004	02.07
2005	02.66
2006	01.99
3-Year Avg	02.24
Decrease	00.38

Met Target

Graduation Rate	
Class of	Rate
2000	85.73
2003	88.32
2004	87.02
2005	90.01
3-Year Avg	88.47
Increase	2.74

Met Target

Point Value Outcome : 2 Points

Baseline and Targets for Annual Dropout and Graduation Rates High School Achievement Profile

Baseline drop out rate *	In order to meet the target	Baseline graduation rate*	In order to meet the target
< or = 9.4%	0.5% Decrease	> or = 73.5%	0.5% Increase
> 9.4%	1.5% Decrease	< 73.5%	1.5% Increase

Point Value Outcomes for Dropout and Graduation Rates High School Achievement Profile*

If the 3 Year Dropout rate average is < or = 6.4%	AND	the year graduation rate average is > or = 89.5%	The Point Value Outcome is : 2
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Dropout Rate : Met Target ?	Graduation Rate : Met Target ?	Point Value Outcome
Yes	Yes	2
No	Yes	1
Yes	No	1
No	No	0

* When both dropout and graduation rates are expected from a school, these two operate in a combined fashion. If graduation rate is not expected, the dropout point value will be used. If missing data, the target is not met for that category.

Step 4: Calculating Percentage of Students Exceeding the Standard

- To be identified as a Highly Performing or Excelling school, a certain percentage of your students must have exceeded the standard on the AIMS.
- The profile examines the higher of:
 - ❖ An average of the past three years
 - ❖ The current year.
- To calculate the percentage of students exceeding the standard in your school: add the number of students who exceeded the standard across all subjects and grades in your school for both the past three years and the current year. Divide this by the total number of students who took the test over the same years.

Percent Exceeding

1. Calculate average percent exceeding for all subjects by grade.
2. Adjust for differences among grades by subtracting state average and dividing by standard deviation.
3. Average adjusted scores across grades.
4. Compare to thresholds to determine profile.

Workbook Question #10

Question 11: Answer

- a. 3-yr average % exceeding = $20/150 = 0.133$;
z-score = $(.133-.06)/.07 = 1.04$
- b. Average across grades = $(0.95 + 1.06 + 1.04)/3 = 1.02 > 1.00$ YES!

Step 5: Determine School Classification

- Compare your school's total scale score points to the performance scale.
- A final school classification is determined based on the number of total scale score points earned and the percentage of students meeting the "exceeds" threshold criteria.

Appeals for AZ LEARNS

- Schools can appeal Achievement Profile determinations. Appeals must address the issues related to a school's Achievement Profile based on the following:
 - ❖ Statistical: appeals relating to errors in data
 - ❖ Substantive: One-time factors outside the school's control that adversely affect performance.
 - ❖ Application and instructions will be available on the ADE Common Logon.

Statistical AZ LEARNS Appeals

- Examples: Students in incorrect grade/school.
- No corrections to accommodations after AYP appeals close.
- School must correct its data for appeal to be granted.
- Data corrections in SAIS must be done through 15-915 letter.
 - ❖ <http://www.ade.az.gov/schoolfinance/FAQs/915Requests/> – Fax to #(602) 542-3099 no later than September 15th. Completion of data corrections: September 21, 2006
- Application and instructions will be available on the ADE Common Logon.

Substantive AZ LEARNS Appeals

- Circumstance that adversely affected test scores that is:
 - ❖ Outside of school's control.
 - ❖ Non-recurring.
- Must demonstrate impact on test scores.
- Performance of individual students may not be appealed.
- What has worked: tragic event affecting teachers/students.
- What hasn't worked: construction, student demographics, district policies regarding testing/teacher assignments.

Now What?: Timelines for AZ LEARNS Achievement Profiles

- Embargoed AIMS data via Common Logon: June 14, 2006
- Appeals for AZ LEARNS grad and dropout rates: July 21, 2006-August 25, 2006.
- Deadline for submission for alternative school status: August 25, 2006.
- AZ LEARNS preliminary determinations to Schools: September 11, 2006.
- AZ LEARNS appeals: September 11, 2006-September 21, 2006.
- AZ LEARNS final determinations public release: October 16, 2006.

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